

**TECHNIQUES APPLIED BY THE TEACHER OF SMK MUHAMMADIYAH 1
PURBALINGGA IN TEACHING PRONUNCIATION
IN 2015/2016 ACADEMIC YEAR**



**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department**

by

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**DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA**

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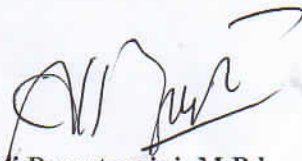
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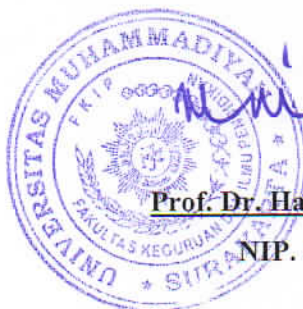
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TECHNIQUES APPLIED BY THE TEACHER OF SMK MUHAMMADIYAH 1 PURBALINGGA IN TEACHING PRONUNCIATION IN 2015/2016 ACADEMIC YEAR

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan teknik-teknik yang diaplikasikan oleh guru dalam mengajarkan pelafalan dalam bahasa Inggris di SMK Muhammadiyah 1 Purbalingga tahun ajaran 2015/2016. Penelitian ini merupakan penelitian deskriptif kualitatif. Data dari penelitian ini diambil dari hasil observasi, dokumentasi, dan interview kepada guru bahasa Inggris dan siswa di dalam kelas. Untuk menganalisis data, peneliti menggunakan interaktif deskripsi yang terdiri dari tiga langkah yaitu : data turunan, data presentasi, dan data menarik. Hasil data menunjukkan bahwa guru menggunakan tiga teknik dalam mengajarkan pelafalan yaitu : Minimal Pair, Pelafalan yang salah, dan membuat kalimat. Ketiga teknik ini akan membantu guru dalam mengajarkan pelafalan bahasa Inggris dengan mudah.

Kata Kunci : teknik-teknik, mengajar, pelafalan, guru

Abstract

The research aims at identifying the techniques applied by the teacher in teaching English pronunciation in SMK Muhammadiyah 1 Purbalingga in 2015/2016 academic year. The research is categorized as descriptive qualitative research. The data of the research is taken from the result of observation, documentation, and interview. The subjects are the students and the teacher. To analyze the data, the researcher used descriptive interactive comprising three procedures, namely: data reduction, data presentation, and data withdraw. The result of the study showed that the teacher used three techniques in teaching pronunciation namely: Minimal Pair, Listing Mispronouncing Words, and Making Sentences. Those techniques help the teacher in teaching English pronunciation easily.

Keywords: techniques, teaching, pronunciation, teacher

1. INTRODUCTION

Pronunciation is the way a word or language is usually spoken, the manner in which someone utters a word. In line with the definition, Hornby (1995: 5) stated that pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of a language. It can be inferred from the definition that pronunciation is the way person utters a word or a language.

In the context of English teaching and learning, the goal of teaching pronunciation to students of SMK Muhammadiyah 1 Purbalingga is to make them pronounce the word like native speaker of English. Teaching pronunciation became one of the most important aspects of creating students who are proficient in the language. Not only that, they soon

will be faced with in the working world that prioritizes pronunciation which good and right for the creation of unified communications. In the implementation, pronunciation is taught in the process of teaching speaking.

In the context of English teaching and learning, the goal of teaching pronunciation to students of SMK Muhammadiyah 1 Purbalingga is to make them pronounce the word like native speaker of English. Teaching pronunciation becomes one of the most important aspects of making students proficient in the language. In addition, they soon will be faced in the working world that prioritizes pronunciation which good and right for the creation of unified communications. Hence, pronunciation is taught in the process of teaching speaking.

SMK Muhammadiyah 1 Purbalingga is one of the best vocational schools in this region. This school has many departments; accounting, secretary administration, automotive and technique of computer department. Vocational school should be an example for other schools. The target of teaching and learning English in this school is to enable students communicate the language.

The headmaster in this school said that vocational high school should be an example for different schools in this region. Although mastering secondary language (English language) is difficult, he believes that vocational school, students can compete with upper secondary school to have the students able to use this language to communicate.

In order to teach the students to pronounce the words correctly, the teachers in the school have implemented various teaching techniques. In this case, pronunciation is not taught separately from speaking. The teachers also have made use of various materials. However, it seems that the students still get difficulties in mastering the pronunciation.

Similar researchers have been conducted by some researchers. The first researcher is Indria (2005), who conducted a research entitled: “A Study of English Pronunciation by the First Semester Students of English Department of Muhammadiyah University of Surakarta in 2004/2005 Academic Year”. The second researcher is Ariza (2008), in her paper entitled “Teaching English Using Cartoon Film to Improve Students Pronunciation at the Third Year of SD N 3 Banyudono in 2007/2008 Academic Year (pre-experiment)”. The third researcher is Wijayanti (2011), entitled “The Application of Sound Association in Increasing Pronunciation Skill to the First Year Students of SMP N 6 Sukoharjo”. The fourth researcher is Puspita (2007) from University of Semarang, with her paper entitled

“An Analysis of Students’ Errors in Pronouncing English Vowels (A Case Study of the Eleventh Grade of SMA N 1 Sigaluh Banjarnegara in the Academic Year 2006/2007)”. The last researcher is Na’im (2014) from IAIN Tulungagung, entitled “Students’ Difficulties in Learning English Pronunciation by Using Drilling Technique at Second Grade Students’ of MTsN Aryojeding”.

The similarities of this research with the previous researchers are researching on teaching pronunciation. They were analyzing the problems that occur in the learning process. Based on the data, they are interested in doing their research because they are aware that there are many ways to help students learn English. This is evidenced by some of the data showing the test results of students on pronunciation. In addition, the differences between this research and the previous researchers are on the research method and type of the research. This research just observes the process of teaching pronunciation method and finds the strength and weakness of this. On the basis of the background, the research is conducted to identify the techniques applied by the teacher in teaching pronunciation.

2. RESEARCH METHOD

This is the descriptive qualitative research. The data of research is taken from classroom activities of English teacher in that school. The object of the study is the techniques of teaching pronunciation. The subject of the study is the students and the teacher of SMK Muhammadiyah 1 Purbalingga in second semester. The researcher used document, event, and source to analyze the data and data source. The teacher also used observation, interview, document, and documentation for collecting data.

3. RESEARCH FINDING AND DISCUSSION

The observation was conducted in three meetings, on 14 March 2016, 21 March 2016 and 4 April 2016. Then, the researcher analyzed the data needed. The data are the information of pronunciation teaching activities. Following is the result of observation and interview:

3.1 Minimal Pair

In this technique, the teacher made use of reading text. The teacher began the material by writing the text on the whiteboard.

From the two texts, the teacher focused the students' pronunciation. The teacher wrote a long list of contrasted words on the blackboard. Then, the teacher took the words from the text and compared with another word that had the same voice. Minimal pairs can be used to focus the differences in vowel or consonant sounds.

Table 1. differences in vowel or consonant sound

No.	From the Text	Same Voice
1	sort : <i>rupa, orang</i>	short : <i>pendek</i>
2	license : <i>surat izin</i>	listen : <i>mendengar</i>
3	card : <i>kartu</i>	cart : <i>gerobag, kereta</i>
4	fill : <i>mengisi</i>	feel : <i>merasa</i>
5	address : <i>alamat</i>	dress : <i>gaun, pakaian</i>
6	then : <i>kemudian</i>	than : <i>daripada</i>
7	fine : <i>baik</i>	find : <i>mencari</i>
8	meet : <i>bertemu</i>	meat : <i>daging</i>
9	see : <i>melihat</i>	she : <i>dia (p)</i>
10	still : <i>masih</i>	steal : <i>mencuri</i>
11	know : <i>tahu</i>	now : <i>sekarang</i>
12	why : <i>mengapa</i>	way : <i>jalan</i>
13	fact : <i>fakta</i>	fax : <i>faximile</i>
14	think : <i>berpikir</i>	thing : <i>barang</i>
15	requirement : <i>syarat</i>	recruitment : <i>pengrekrutan</i>
16	word : <i>kata</i>	world : <i>dunia</i>
17	should : <i>harus</i>	shoot : <i>menembak</i>
18	right : <i>baik</i>	write : <i>menulis</i>

The researcher observed the procedures of the teacher on 14 March 2016. In the pre-teaching, the teacher gave a short text to students. Then the teacher read sentence by sentence in the passage. Students also participated mimicking the passage after the teacher. Teacher assigned the students to discuss the passage. Then the teacher made four study groups consisting of 5-8 students. In one group there must be a speaker. The speaker presented the results of the discussion. In the discussion, the students should share opinions

on how to read the passage well. In the end, the speaker delivered the passage in accordance with their discussion.

In while teaching, the teacher also gave assignment to the students The teacher also corrected the wrong pronunciation spoken by the students. Therefore, the students can understand which part is wrong and can infer the meaning of reading. The students who had difficulty in pronunciation were assisted by other friends in one group. However, if in one group mispronounced the words, the teacher assisted them in learning.

After that, the teacher told the students to find difficult words. The teacher with students searched for the meaning of words in the dictionary together.

It the end of the lesson, the teacher conveyed the essence of reading, so that the students can understand the meaning contained in the readings.

3.2 Listing Mispronouncing Words

From this technique, the teacher made used of reading text. The teacher gave two texts, and then he listed the mispronouncing words.

Table 2. Listing of mispronouncing words by the students

No.	Words	Wrong	Correct
1	although	althog	[p:l'dou]
2	advanced	advan	[əd'vænst]
3	communication	komunikasen	[kəmju:nɪ'keɪʃn]
4	without	withot	[wiðou]
5	culture	kultur	['kʌltʃər]
6	basic	basic	['beɪsɪk]
7	function	funksen	[fʌŋkʃn]
8	impinge	imping	[ɪmpɪŋ]
9	the environment	the environment	[ðə ɪn'vaɪrənmənt]
10	conveniently	conveninli	[kən'vi:niəntli]
11	relationship	relasionsip	[rɪ'leɪʃnʃɪp]
12	applaud	aplud	[ə'plɒ:d]
13	provide	provid	[prə'vaɪd]
14	certain	serten	['sɜ:rtən]
15	idea	idea	[aɪ'di:ə]

16	directly	direkli	[dɪ'rektli]
17	adjacent	adjasen	[ə'dʒeɪsnt]
18	result	resal	[rɪ'zʌlt]
19	few	few	[fju:]
20	elephant	elephan	['elɪfənt]
21	animals	animal	['ænɪml]
22	huge	hug	[hju:dʒ]
23	tusk	tas	[tʌsk]
24	trunk	trung	[trʌŋk]
25	peculiar	pekulir	[pɪ'kju:ljər]
26	feature	fetur	['fi:tʃər]
27	various	varios	['veriəs]
28	clumsy	clumsi	['klʌmzi]
29	combine	kombin	[kəm'baɪn]
30	hunt	hun	[hʌnt]
31	fight	faig	[faɪt]

Like listening, reading is a receptive activity. The teacher gave some texts, and then the students read it loudly one by one. After the teacher heard that, the teacher corrected the mistakes. Almost about 60% of the students could read the text correctly. Based on the data taken from observation, when the students pronounced, they just imitated other students' voicing before. So, the students would be wrong if there made mistakes of pronunciation.

The teacher realized that this problem could be done by the first student's pronunciation. The teacher also corrected all of the students' pronunciation one by one. This was very useful. Beside the students learnt English pronunciation easier, the teacher also got the source of the student who was confused.

In the second meeting, the researcher observed the procedures of the teacher on 21 March 2016. In this meeting, the teacher gave some questions to the students. In this meeting, the teacher distributed a paper that would be studied. The paper contained words in English and how to pronounce it. The teacher asked the students to pay attention to the sentence by sentence. Then, the teacher asks the students 'who can read the first sentence?' Then one student raised his hand and read the first sentence. And so on until the last

sentence. After that, the teacher read out the sentence by sentence, and students imitated. In this way, students were aware of the errors in word pronunciation. The teacher tried to identify the great method to teach English pronunciation from the students. He also observed it every time in his lesson.

Then the teacher gave homework asking them find a new vocabulary at home. Finally, the teacher closed the lesson by praying.

3.3 Making Sentences

In this technique, the teacher also gave the text, in the form lyric of the song by the Michael Jackson and wrote it on the whiteboard.

After finishing writing the lyric of the song, the teacher asked the students to discuss it and in the last, the teacher sang the song with the students.

In the third meeting, the researcher observed the procedures of the teacher on 14 March 2016. In the third meeting, the research invited the students to understand English with song lyrics. The first thing to do is the teacher played a song, and then the students listened 3-5 times. A song is played. Meanwhile, students were asked to record what they heard. After noting the lyrics of the song, the teacher checked it one by one and discusses it.

Lyrics of songs that have been recorded were exchanged with the students' seatmate. Then, students read the results of their records in front of the class.

From the results of student records, the teacher found many writing and the wrong words after listening to the song. Finally, the teacher wrote down the lyrics on the board. After that, the teacher asked the students to imitate the song lyrics.

From those lyrics, the teacher drilled those lyrics until the students can read it correctly and easily. And the teacher gave homework to the students.

From the results of the three meetings, the teacher realized that the third meeting is better than others. The teacher also said that the students very interested in third meeting because the students can learn English pronunciation correctly and easily. The students were able to read well and obviously having listened to the lyrics. Pronunciation use songs help students learn English. Although learning a second language is not the same as learning one's first, the notion that students learn to pronounce their mother tongue by just copying what they hear around them has been very influential in pronunciation teaching. The students do learn some aspects of pronunciation by imitation, but not everything.

This technique has similarities with the techniques taught by Doff (1990: 24). The teacher uses these techniques to improve the students' pronunciation in English. So, the teacher has applied the techniques teaching pronunciation based on Doff's theory.

In studying English pronunciation, he said that there is something unique from their class, the dialectal. Most people argue that Java is still visible as seen in their dialect. Although they speak the English language, the Javanese accent is clearly heard. This then characterizes Javanese people, let alone *Banyumasan* Java, who have strong Javanese dialect. However this is not a serious problem. Instead, it will be something unique and new.

4. CONCLUSION

In the current research, the researcher finds techniques of teaching pronunciation by the teacher in the school. The techniques used by the teacher are minimal pair, listing the mispronouncing words, and making sentences. Those techniques are expected to improve the capability of the students in pronouncing English text well and clearly.

Minimal pair. It is pairs of the words that only differ in one feature. Minimal pair can be used to focus differences of vowel or consonant sounds. The teacher writes a long list of contrasted words on the whiteboard. It is important for teachers to give a good model of the sentence themselves; saying it at normal speed, making a clear difference between stressed and unstressed syllables. The teacher can also show stress by using gestures. S/he must make sure that the students pay attention to stress when they repeat the sentence.

Listing mispronouncing words. It is one of teacher's techniques in teaching pronunciation in the class. The teacher gave reading text and then he asked the students to read it loudly. And then the teacher corrected the mispronouncing words of students' pronunciation. It is very helpful for the students and the teacher.

Making sentences. It is one of the alternative techniques to develop students' capability in English pronunciation by using a lyric of the song. The teacher recorded the song and the students heard it carefully. By mastering the technique students are best in pronunciation. The technique has specific items which can make student easier to pronounce one word. But, practicing pronunciation is as important as mastering theory. The students should practice their pronunciation ability. So, combining the techniques

above, will produce an excellent blend of techniques. Both support each other to cover the weaknesses of each.

Based on the data taken by the researcher, the teacher usually finds difficulties to list the strength and weak of the teacher's pronunciation learning.

Table 3. Strength and weakness of teaching pronunciation

Strength	Weakness
Pronunciation understanding between students can be occurred.	The teacher must learn to recognize readily and with certainly the various speech-sounds occurring in the language
The students' enthusiasm will increase in learning	The teacher must learn to make the foreign sounds with his own organs of speech
The students' capability more larger than before	The teacher must learn to use those sounds in their proper places in connected speech
It supports the students' mental (believe their self)	The teacher must learn the proper usage in the matter of the 'sound-attribute' or 'prosodies' as they are often called
Pronunciation teaches learning easily.	The teacher must learn to sound, i.e. to join each sound of a sequence on to the next, and to pronounce the complete sequence rapidly and without stumbling.

Finally, the researcher showed the real data from the teacher's techniques in teaching pronunciation in the class. The teachings of pronunciation applied are: minimal pair, listing mispronouncing words, and making sentences. The teacher applied the techniques which are compatible with the theory.

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